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ABSTRACT

This booklet provides information about schools, colleges, and other educational programs supported by the Bureau of Indian Affairs, Office of Indian Education Programs (OIEP). During the 1999-2000 school year, OIEP directly served over 50,000 students and indirectly served over 400,000 students through its various programs. OIEP's mission is to provide quality education opportunities from early childhood through life, with consideration given to the mental, physical, emotional, spiritual, and cultural aspects of the person served. OIEP encourages parent participation and tribal control of school programs, supports inclusion of American Indian languages and cultures in teaching and learning, supports local control, and involves communities and tribal leaders in consultations on all matters pertaining to education. The Goals 2000: Educate America Act and the Improving America's Schools Act of 1994 have enhanced the office's educational reform efforts. All schools have developed Consolidated School Reform Plans, which include student achievement and behavioral goals, parental involvement goals, and staff development to improve teaching and learning. Technology advances through the Access Native America Project are bringing increasing numbers of BIA schools onto the Internet. Family literacy services are provided to 15,500 families with children aged 0-5 in 22 schools and communities. Various OIEP subdivisions, services, and programs are described, including K-12, preschool, adult, and higher education programs; professional development programs; and cooperative efforts with other agencies. (TD)

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Fingertip Facts 2000

Bureau of Indian Affairs
Office of Indian Education Programs

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RC 022891

Foreword From the Director. . .

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 1999-2000 school year, OIEP is directly serving over 50,000 students and indirectly serves over 400,000 students through our various education programs.

OIEP's vision and long range goal is to unite to promote healthy Indian communities through life long learning. We implement this through commitment to our mission, which is to provide quality education opportunities from early childhood through life, with consideration given to the mental, physical, emotional, spiritual, and cultural aspects of the person served. OIEP will continue to encourage parent participation and tribal control of school programs, to support the inclusion of American Indian languages and cultures in teaching and learning, to support local control, and to involve others, including tribal leaders, in consultations on all matters pertaining to education.

Since 1995, there have been more schools operated by tribes through grants and contracts than operated by the BIA. In school year (SY) 1995, 98 of the 187 schools were tribally controlled schools. Since 1995, the number of tribally controlled schools has increased to 120. This is a positive trend and one that we support.

The implementation of the Goals 2000: Educate America Act and the Improving America's Schools Act of 1994 has enhanced our educational reform efforts nationwide. All schools have developed Consolidated School Reform Plans to guide them into the year 2000; the plans include student achievement and behavioral goals, parental involvement goals, and staff development to improve teaching and learning. Technology advances through our Access Native America Project are bringing ever increasing numbers of our schools onto the Internet and the information highway. The Family and Child Education Program currently serves 1500 families with children from birth to age five in 22 schools and American Indian communities, providing family literacy services and support for parents as their child's first and best teacher. In 2000-2002 we expect to develop additional school support initiatives primarily in the area of staff development.

During a period of program and fiscal accountability, and limited resource capability, we are faced with many challenges. Much appreciation is given to the many students, parents, elders, teachers, administrators, school and dorm staff, college and university faculty, education line office staff, tribal leaders, the Central Office staff, and our many non-federal partners for their fine efforts in meeting the challenges and working collaboratively towards reforming and improving Indian education nationwide.

William A. Mehojah, Jr.
Director, Office of Indian Education Programs

Office of Indian Education Programs

The Office of Indian Education Programs (OIEP) is located within the Bureau of Indian Affairs (BIA) in the U.S. Department of the Interior and is responsible for line direction and management of all BIA education functions including the formation of policies and procedures, supervision of all program activities undertaken within the office's jurisdiction, and the approval of the expenditure of funds appropriated for the BIA Indian education functions.

Background

Three major legislative actions have restructured the BIA since the Snyder Act of 1921. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture into BIA schools. Full assimilation and eradication of Indian culture had been the policy of the Federal government previously. A second major legislative action was the Indian Self-Determination and Education Act of 1975 (Pub. L. 93-638). This legislation gave authority to the tribes to contract with the BIA in the operation of schools and to determine the education programs for their children. The Education Amendments Act of 1978 (Pub. L. 95-561) and further technical amendments (Pub. L. 98-511, 99-89, and 100-297) mandated major changes in BIA funded schools. These amendments empowered Indian school boards, provided for local hiring of teachers and staff, and the direct funding of schools.

Mission Statement

The mission of OIEP can be found in 25 C.F.R. 32 and states that the BIA, OIEP is to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities. OIEP shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within a family and Tribal or Alaska Native village contexts.

U. S. Government - Tribal Relations

The United States Government has a unique legal relationship with American Indian Tribal Governments as set forth in the Constitution of the United States, Federal statutes, treaties and court decisions. The Indian Commerce Clause in the Constitution is generally recognized as acknowledging the broad Federal authority and special trust responsibility the United States has over Indian affairs.

The United States included educational provisions in treaties starting in 1794 with the Oneida, Tuscarora and Stockbridge Indians, and extended this policy through the treaty-making period which ended around 1871. The practice of providing education funding for Indian reservation schools, boarding schools and other education programs was formalized by the *Congress* in 1921 by passing the Snyder Act. The Snyder Act provided broad authority to the BIA to educate and generally support the acculturation of Indians.

One of the more recent declarations of the United States Congress' policy towards Indians appears in Section 3 of Pub. L. 93-638, the Indian Self-Determination and Education Assistance Act of 1975, and states:

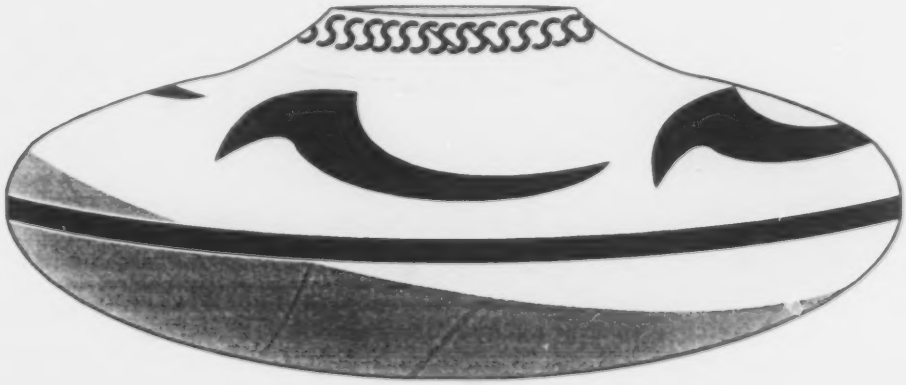
"..Congress declares that a major goal of the United States is to provide the quantity and quality of educational services and opportunities which will permit Indian children to compete and excel in the life areas of their choice.....

A continuation of this United States policy towards the education of Indians is contained in Section 5203 of Part B of Pub. L. 100-297, the Tribally Controlled Schools Act of 1988, which states:

"..the Congress declares its commitment to the maintenance of the Federal Governments unique and continuing trust relationship with and responsibility to the Indian people through the establishment of a *meaningful* Indian self-determination policy for education.....

In addition to maintaining its educational **commitment** to Indian Tribes, the United States Congress has also supported Tribes operating their own programs. Both Pub. L. 93-638 and Pub. L. 100-297 have had a significant effect in transferring the operation of Federal schools to Tribes and Tribal School Boards over the last two decades. The majority of these schools (105 or 56%) are now administered by Tribes and Tribal School Boards either through a contract or a grant. The trend to Tribal control of education will continue in the years ahead.

Although the primary public responsibility for education is reserved respectively to the states, local school systems and other instrumentalities of the States, the education of Indian children is an exception. Due to Federal laws, treaties and court decisions, the education of Indian children is viewed as a Federal responsibility.



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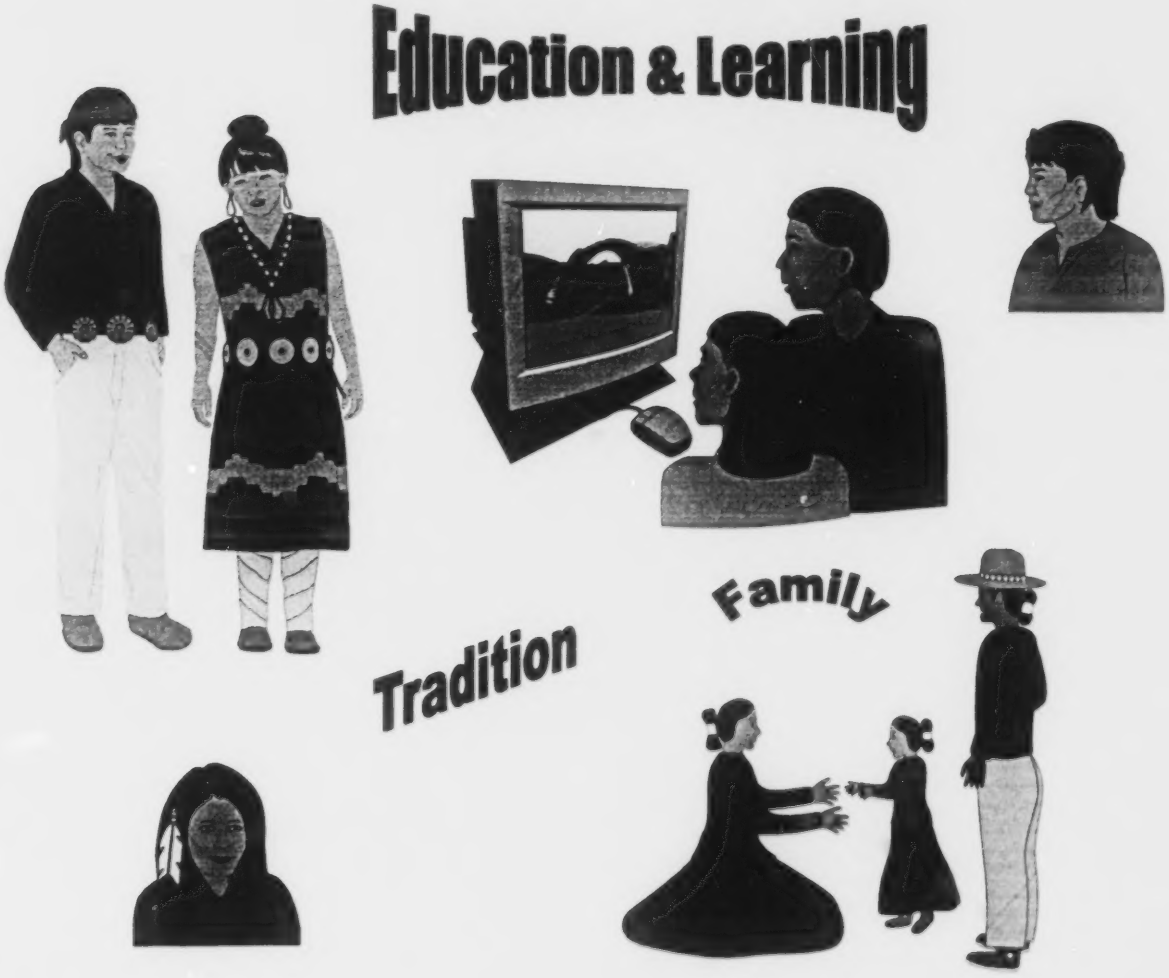
GOALS 2000

The Goals 2000 panel approved the following preamble to the BIA's state plan:

The state plan established by the panel under Pub. L. 103-227 will never purposely infringe on the:

1. *Government to Government relationships between the United States and Indian Nations;*
2. *On the treaty rights of Indian Nations;*
3. *We firmly believe that the education of Indians is a treaty obligation and a Federal trust responsibility;*
4. *That the responsibility for education of Indians is not reserved to the states, but to the respective tribes, and*
5. *That language and culture are the central organizing themes of Indian education and must be the foundation of any school reform movement of Indian America.*



GOALS 2000 REPORT CARD - LEGEND

Enrollment: During Count Week

Type of School: BIA, Contract or Grant; Day or Boarding

Tribe(s) Served: Specific Tribe(s) or Intertribal

Accreditation: State and/or Regional

School Reform Strategies Implemented:
Brief description of what has been done to reform the school since 1994.

Participation in Special School Improvement Programs:
Any school improvement programs in which the school has been involved, i.e., Goals 2000 Implementation grant, Goals 2000 SHARE grant, Effective School, FACE, School to Work, etc.

Goals (Performance Indicators) Data:
Average Daily Attendance Rate: The average percentage of students in attendance each day.

Yearly Enrollment Retention Rate: The percentage of the student enrollment during the Fall ISEP count week remaining at the end of the year. If the figure is more than 100%, the school ended the year with more students than they had during count week.

Yearly Dropout Rate: The percentage of students in grades 9-12 who leave school and do not enroll in another school during the year.

Math Achievement: The percentage of students who are identified as having reached partially proficient, proficient or advanced levels according to applicable performance standards.

Language Arts Achievement: The percentage of students who are identified as having reached partially proficient, proficient or *advanced* levels according to applicable performance standards.

Parental Involvement: Schools have different ways of measuring parental involvement. It is important, however, that they measure parental involvement in the same way from year to year.

Substance Abuse: The prevalence of alcohol/drug use incidents at school defined by the U.S. Department of Education as situations involving the use or possession of drugs, alcohol or tobacco.

Violence: The prevalence of violence incidents at school defined by the U.S. Department of Education as homicide, sexual battery, robbery, battery, breaking and entering/burglary, larceny/theft, kidnaping, arson, threat/intimidation, sexual harassment, sex offenses (non-forcible), vandalism, weapon possession, trespassing, fighting, and disorderly conduct.

Staff Development: The percentage of staff that the school deems partially proficient, proficient and advanced in the areas of utilization of technology and utilization of assessment systems.

Indicators of Improvement Achieved:
Based on data, any improvement made as a result of the reform effort.

GOALS 2000 REPORT CARD – 1999

Enrollment: 50,125

Types of Schools: 116 Contract/Grant
69 BIA Operated

Population Served: 63 reservations

Accreditation: 98% State and/or Regionally Accred.

Reform Strategies Implemented:
Goals 2000 Systemic Reform/School-wide Title I/Professional Development
Technology Literacy Challenge Grants/Access Native America initiative
Indian Content Standards developed in twelve area
Performance Based Assessment – Learning Record Systems
Restructured Central Office into two School Reform Teams and Special Projects Team IDEA, Part B funds targeted for improving the entire school

Participation in Special Improvement Programs:
Effective Schools Program, Government Performance and Results Act Strategic Plan, Goals 2000/IASA State Plan, Comprehensive School Reform Demonstration Program. IDEA, Part B Comprehensive System of Personnel Development

Goals (Performance Indicators) Data:

Average Daily Attendance Rate: 91%
Yearly Enrollment Retention Rate: 99%
Yearly Dropout Rate: 11%
Math Achievement: 52% Partially Proficient 43% Proficient 5% Advanced
Language Arts Achievements: 52% Partially Proficient 41% Proficient 7% Advanced
Parental Involvement: 75% of schools showed increased parental involvement during 97-98
Substance Abuse: 482 incidents in K-6 775 incidents in 7&8 – 4,488 incidents in 9 – 12
Violence: (mainly fighting) 3,831 incidents K-6; 2,844 incidents 7 & 8; 3,227 incidents 9-12.

Staff Development: 37% of teachers deemed partially proficient, 46% proficient, and 17% advanced in utilization of technology in instruction. 34% of teachers deemed partially proficient, 48% proficient, and 18% advanced in the use of new assessments.

Indicators of Improvement Achieved: The dropout rate decreased form 17% in SY 92-93 to 12 % in SY 97-98 to 11% in SY 98-99. The yearly enrollment retention rate increased from 91% in SY 92-93 to 95% in SY 97-98 to 99% in SY 98-99. The percentage of students in proficient increased by 2% in math achievement form 1998. The percentage of students in proficient and advanced remain consistent in language arts achievement from 1998. The percentage of schools that were accredited increased from 96% in 1998.

Students

In SY 99-00, there are 49,076 students being served in K-12 basic instructional programs in BIA funded schools. This includes students served in dormitory programs who attend public schools. This total reflects **a decrease of 2.1%** in the number of students served from last school year or **1,049 fewer students.**

There are 9701 students in residential programs operated or funded by the BIA. **This represents 20% of the student population served by the BIA**.

In post-secondary programs, **there are approximately 30,000 students served at BIA funded Tribally Controlled Community Colleges and Universities**. **In the two BIA operated Post-Secondary Institutions, there are 1,563 full time students**.

Schools

In 2000, there are 64 elementary and secondary schools operated by the BIA. There are 121 elementary and secondary schools funded by the BIA which tribes operate under contract or grants. These 185 schools (elementary, secondary, and boarding) are located on 63 reservations in 23 states.

In 2000, the BIA operated 1 peripheral dormitory on the reservation. Peripheral dormitories are established on reservations for Indian students who attend nearby public schools. **There are 13 peripheral dormitories, which are BIA funded and tribally operated under contracts or grants.**

The BIA funds 7 off-reservation boarding schools. The BIA operates 4 of the schools and 3 are tribally operated by contracts.

The BIA funds 26 Tribally Controlled Community Colleges and operates 2: Haskell Indian Nations University (HINU) and Southwestern Indian Polytechnic Institute (SIPI).

There are approximately **4,800** teachers, administrators, counselors, and support personnel in the BIA school system.

There are approximately **2,115** educational facilities maintained by the BIA, which include multiple buildings on school property and exclude living quarters provided to teachers and/or administrators.

BIA FUNDED SCHOOLS/DORMS

10 Year Comparision

SY 2000 Total Schools = 185

SY 1995 Total Schools = 185

Education Line Offices

The OIEP has 24 Education Line Officers, all of whom report directly to the Deputy Director of School Operations. These Education Line Officers have direct line authority and supervision responsibility over 69 Bureau operated schools and provide technical assistance to the remaining 116. The OIEP Education Line Officer's are located in 24 agency/area/regional offices for education across the country. The 24 Education Line Officers, agency/regional offices and schools are listed as follows:

Bob Pringle Anchorage Field Office 907-271-4115	Liaison with all schools, which became state operated schools in 1985.
Levon A. French Billings Area Office 406-657-6375	Blackfeet Dormitory, Busby and St. Stephens Indian School
Dr. Cherie Farlee Cheyenne River Agency 605-964-8722	Cheyenne-Eagle Butte, Pierre Indian Learning Center, Takini, and Tiospaye Topa School
Beverly Crawford Chinle Agency 602-674-5131	Black Mesa Community, Chinle Boarding, Cottonwood Day, Low Mountain, Lukachuka Boarding, Many Farms, Nazlini Boarding, Pinon Dormitory, Rock Point Community, and Rough Rock Demonstration School
Dan Shroyer Crow Creek/Lower Brule Agency 605-473-5531	Crow Creek Reservation, Ft. Thompson Lower Brule, Enemy Swim Day and Tiospa Zina Tribal
Larry D. Holman Eastern Navajo 505-786-6150	Alamo Navajo, Baca Community, Bread Springs Day, Chi ch il Tah/Jones Ranch Crownpoint Community, Dibeyazhi Habitiin Olta, Dlo'ay Azhi Community, Dzilth Na O Dith Hle, Huerfano Dormitory, Lake Valley Navajo, Mariano Lake Community, Na'Neelzhiin Ji'Olta, Ojo Encino Day, Pueblo Pintado Community, Standing Rock Community, To'Hajiilee-He, Wingate Elementary and Wingate High
Lavonna Weller Eastern States Agency 703-235-3233	Ahfachkee Day, Beatrice Rafferty, Boque Chitto, Cherokee Elementary, Cherokee Central High School, Chitimacha Day, Choctaw Central High School, Choctaw Central Middle School, Conehatta Elementary, Indian Island School, Indian Township School, Miccosukee Indian School, Red Water Elementary, Standing Pine Elementary and Tucker Elementary
Dr. Robert Chiago Ft. Apache Agency 520-338-5441	Cibecue Community School, John F. Kennedy Day and Theodore Roosevelt School
Beverly Crawford Ft. Defiance Agency 520-729-7251	Ch'ooshgai Community School, Crystal Boarding, Dilcon Boarding, Greasewood, Holbrook Dormitory, Hunters Point Boarding, Kinlichee Boarding, Pine Springs Boarding, Seba Dalkai Boarding, Wide Ruins Boarding and Winslow Dormitory
John Wahnee Hopi Agency 520-738-2262	Havasupai, Hopi Day, Hopi High, Hotevilla Bacavi Community, Keams Canyon Boarding, Moencopi Day, Polacca Day and Second Mesa Day
Terry Portra Minneapolis Area Office 612-373-1000 ext.1091	Bug-O-Nay-Ge-Shig, Bahweting Ojibwa School, Circle of Life Survival School, Circle of Nations, Flandreau Indian School, Fond du Lac Ojibway, Hannahville Indian School, Lac Courte Oreilles, Menominee Tribal School, Nay Ah Shing and Oneida Tribal School
Edward Parisian Northern Pueblos Agency 505-753-1465	Jicarilla Dormitory, San Ildefonso Day, San Juan Day, Santa Clara Day, Santa Fe Indian School, Taos Day and Tesuque Day
Joy Martin Okahoma Area Office 405-605-6051 Ext. 301	Carter Seminary, Eufaula Dormitory, Jones Academy, Kickapoo Nation School, Riverside Indian School and Sequoyah High

Joe Frazier Papago Agency 520-383-3292	San Simon, Santa Rosa Boarding, Santa Rosa Ranch and Tohono O'Odham High School
Dr. Robert Chiago Pima Agency 602-379-3944	Blackwater Community, Casa Blanca Day, Gila Crossing Day and Salt River Day School
Norma Tibbitts Pine Ridge Agency 605-867-1306	American Horse, Crazy Horse, Little Wound Day, Loneman Day, Pine Ridge, Porcupine Day and Wounded Knee School
John Reimer Portland Area Office 503-872-2745	Chief Leschi, Chemawa Indian School, Coeur D'Alene Tribal, Lummi High, Lummi Tribal School, Muckleshoot Tribal, Paschal Sherman Indian School, Quileute Tribal School, Sho-Ban School, Two Eagle River School, Wa-He-Lut Indian School and Yakama Tribal School
Neva Sherwood Rosebud Agency 605-856-4478	Marty Indian School, Rosebud Dormitory and St. Francis Indian
Fayetta Babby Sacramento Area Office 916-979-2560 Ext.234	Duckwater Shoshone, Noli School, Pyramid Lake High and Sherman Indian High School
Lester Hudson Shiprock Agency 505-368-3400	Aneth Community School, Atsa'Biya A Zh Community School, Aztec Dormitory, Beclabito Day, Cove Day, Navajo Preparatory, Nenahnezad Boarding, Red Rock Day School, Sanostee Day, Shiprock Reservation Dormitory, Shiprock Alternative Kindergarten and High School, T'iis Naz'Bas Boarding and Tohaali
Dr. Ben Atencio Southern Pueblos Agency 505-766-3034	Isleta Elementary, Jemez Day, Mescalero, Pine Hill School, San Felipe Pueblo Elementary, Sky City Community, Zia Day, Laguna Elementary and Laguna Middle School
Emma Jean Blue Earth Standing Rock Agency 701-854-3497	Little Eagle Day, Rock Creek Day, Standing Rock Community, Theodore Jamerson Elementary and Tate Topa Tribal School
Dr. Loretta DeLong Turtle Mt. Agency 701-477-3463	Dunseith Day, Mandaree Day, Ojibwa Indian School, Turtle Mt. Elementary, Turtle Mt. Middle School, Turtle Mt. High School, Twin Buttes Day, White Shield School and Trenton School
Andrew Tah Western Navajo Agency 520-283-2218	Chichinbeto Day, Dennehotso Boarding, Flagstaff Dormitory, Greyhills High, Kaibeto Boarding, Kayenta Boarding, Leupp, Little Singer Community, Navajo Mountain Boarding, Richfield Dormitory, Rocky Ridge Boarding School, Shonto Boarding, Tonalea, and Tuba City Boarding School

Division of School Improvement Resources

In addition to the regular curriculum offered to K-12 students in BIA funded schools, there are additional programs provided to enrich and/or support student academic achievement. These programs are administered by the Division of School Improvement Resources. To better facilitate the administration of these programs, the Division has been relocated to Albuquerque, New Mexico, as 101 of the 185 BIA funded schools are located within the states of Arizona and New Mexico.

The Division of School Improvement Resources is responsible for assisting with the implementation of the policies, plans, regulations, and guidelines of the OIEP. The primary mission of the Division of School Improvement Resources, in accordance with 25 USC and 25 CFR, is to provide technical assistance and training to promote quality education opportunities from early childhood through high school to BIA funded schools and residential programs. Further, the Division is to serve as an advocate for all Indian children through the Johnson-O'Malley Program and through the tribally operated preschool programs for children who are disabled, and to serve adults through Post Secondary, Higher Education and Adult Education Programs.

The Division of School Improvement Resources provides technical assistance to schools in their local reform efforts with particular emphasis on and expertise in the programs legislated through the Goals 2000: Educate America Act, the Improving America's Schools Act of 1994 and the Individuals with Disabilities Education Act of 1997. The Division collaborates with each Education Line Office to carry out technical assistance and training through 14 School Reform Specialist assigned to designated area/agency education offices. Through guidance and collaboration with the Division, schools will be able to provide high standards, high expectations and expanded opportunities for all children in pre-school through high school to succeed academically. Upon high school graduation, these students will have the skills and abilities needed to successfully continue their education, or enter into productive employment, and be responsible citizens in their tribes, communities, and states.

For information about any of the following supplemental programs contact Kevin Skenandore, Division Chief, at (505) 248-7529.

Helping Disadvantaged Children Meet High Standards - Title I

Title I is to enable schools to provide opportunities for all children served to acquire the knowledge and skills contained in the challenging new content standards and to meet the challenging performance standards. This program, as well as, Title II, III, V, VII and IX is authorized under the Improving America's School Act of 1994. BIA funded schools use their Title I funding to assist and improve/reform their entire school program. Each school conducts a comprehensive needs assessment to determine how best to improve and address the academic needs of their students. The needs assessment provides important information needed for the development of their Consolidated School Reform Plan (CSRP). The CSRP provides detailed program and budget information about all funding available to their school including Title (s) I, II, III, IV, VII, and IX.

Title I funds may be used as a School-wide Project or as a Target Assisted project, which targets only a select group of students. All BIA funded schools are School-wide Title I projects.

For additional information contact Sharon Wells at (505) 248-7526 or email: sharonwell@bia.gov

Dwight D. Eisenhower Professional Development Program - Title II

Title II is to enable schools to provide for the professional development of teachers, administrators and other appropriate school staff to improve the teaching and learning of all students. The professional development should be aligned to challenging content standards and challenging student performance standards in the core academic subjects. Professional development should incorporate effective strategies, techniques, methods and practices for meeting the educational needs of all students within the school and described within the CSRP. Professional development should be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

For additional information contact Donel Erickson at (505) 248-7535 or email: donelerickson@bia.gov

Technology for Education - Title III

Title III is to enable schools to provide technology enhanced curriculum and instruction and to promote equal access for all students to educational opportunities. Title III funds may be used for various activities, which include and promote technology such as the purchasing of equipment, interconnections, maintenance of effective infrastructures, providing training for teachers and school library personnel.

For additional information contact Peter Camp at (505) 248-7532 or email: petercamp@bia.gov

Safe and Drug-Free Schools and Communities - Title IV

Title IV is to support programs to meet the seventh National Education Goal by preventing violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco and drugs; involve parents; and are coordinated with related community efforts. All BIA funded schools provide students in grades K-12 with violence and drug prevention education, early intervention and rehabilitation referral. These activities are outlined in the CSRP.

For additional information contact Dr. Anslem Davis at (505) 248-7550or email: anslemdavis@bia.gov

Bilingual Education, Language Enhancement, and Language Acquisition Programs - Title VII

Title VII is a discretionary program awarded on a competitive basis by the U. S. Department of Education. The purpose is to educate limited English proficient children and youth to meet the same rigorous standards for academic performance expected of all children and youth by implementing special alternative instruction and strategies, promoting multicultural understanding and strengthening the professional training of educational personnel who work with limited English proficient students. **In 2000, there were three BIA operated schools implementing a Title VII program: To'Hajiilee-He, Na'Neelzhiin Ji'Olta and Nenahnezad.**

Bilingual programs are also provided by the BIA to serve identified students who have limited English proficiency to improve their ability to read, write, speak, and understand English. **In 1999, there were 27,779 students identified and served in Bilingual programs BIA wide.**

Indian, Native Hawaiian, and Alaska Native Education - Title IX

Title IX provides for the culturally related academic needs of Indian students in grades K-12 enrolled in public, private and BIA funded schools. Title IX is an entitlement program based on a state by state formula, which is administered by the U. S. Department of Education. **In 1999, there were 64 BIA operated schools implementing Title IX programs**. Many contract and grant schools also implement Title IX programs.

For further information concerning state-by-state information on Title IX projects and names of staff members at the Office of Indian Education (OIE), located within the U. S. Department of Education you may contact Mr. David Beaulieu, Director, OIE at (202) 260-1441.

Stewart B. McKinney Homeless Assistance Act - Subtitle B - Education for Homeless Children and Youth

The Stewart B. McKinney Homeless Assistance Act funds are appropriated to provide special assistance to identified homeless students. **In 1999, Pierre Indian Learning Center, Circle of Nations School, Riverside Indian School and Santa Rosa Boarding School received funding to provide for the special needs of homeless students**.

For further information contact Donel Erickson at (505) 248-7535 or email: donelerickson@bia.gov

Gifted and Talented

Guidelines for determining students classified as gifted and talented currently state that such student will demonstrate skills in the 5% of his/her age level in one or more of the following: critical thinking, creativity, intelligence, academic aptitude, and leadership. Also, a student may be determined to be gifted and talented if he/she demonstrates skills in the top 10% of his/her age level in two or more of the above-stated six areas. **In SY 99-00, 6,934 students were identified and served in Gifted and Talented programs.**

It should be emphasized, however, that OIEP through school reform efforts is encouraging and providing technical assistance to schools to provide high academic standards, high expectations, and challenging curriculum and activities for **all** students.

For further information contact Barbara Parisian at (505) 248-7540 or email: barbaraparisian@bia.gov

Exceptional Education

Exceptional education provides special education programs and related services to eligible children with disabilities ages 5-21 enrolled in BIA funded schools. In 1999, 12,527 students with disabilities were served. The reauthorization of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 was enacted to ensure better results for students with disabilities and their families. The six principles of IDEA are: the availability of a free appropriate public education (FAPE), appropriate evaluation, development of an appropriate Individualized Education Program (IEP), education in the least restrictive environment (LRE), parent and student participation in decision-making, and procedural safeguards to protect the rights of parents and their children with a disability.

Key changes require that students with disabilities be included in regular assessments and their progress be regularly reported. Ensured access to the general curriculum, early intervention strategies and quality professional development are other significant changes resulting from IDEA. Specific requirements were added to the law regarding the discipline of students with disabilities. There is more flexibility in the use of special education funds and funds may be combined in school-wide programs to focus on accountability for results and improve teaching and learning. Schools must now report on the number of special education students who drop out, graduate, are suspended, expelled or placed in interim alternative education settings and the reason for those actions. All BIA-funded schools include special education in their CSRP. Exceptional Education also provides special education programs for children with severe disabilities that require residential care in state or private institutions. In 1999, 136 students received residential services.

For further information, contact Dr. Angelita Felix at (505) 248-7527 or email: angelitafelix@bia.gov

Family and Child Education

The Family and Child Education (FACE) program is a family literacy program that serves children 0-5 and their parents. The program implements 4 components: early childhood, parent and child time, parenting skills, and adult education in two settings; home and school. Technical assistance to implement this unique program is provided through a partnership with Parents As Teachers, the National Center for Family Literacy and the HIGH/Scope Foundation. **In SY 99-00, 22 BIA funded schools were selected for this program and served approximately 1,800 families**.

For further information, contact Debbie Lente-Jojola at (505) 248-7629 or email debbielente@bia.gov

School to Work

The School to Work Opportunities Program is a discretionary program made available through the Department of Education and the Department of Labor. The School to Work Indian Program requires a direct application to the Department of Labor. A BIA funded school or college must be a partner in the Indian School to Work project. In 1999, the 20 BIA funded schools listed below were awarded or were partners to a grantee. These projects will be funded through SY 99-2000. Grants were awarded in two categories: Implementation and Planning.

BIA funded schools involved in Implementation grants are:

- Alamo Navajo Community School
- Chemawa Indian School
- Chief Leschi School
- Nay Ay Shing School
- Wingate High School
- Aneth Community School
- Navajo Mt. Boarding School
- Seba Dalkai Boarding School
- Little Singer Community School
- Yakima Tribal Schooi
- Lac Courte Oreilles Ojibwa School
- Riverside Indian School

Schools involved in Developmental Grants are:

Flandreau Indian School	Dunseith Day School
Ojibwa Indian School	Turtle Mountain Elem. School
Turtle Mountain Middle School	Turtle Mountain High School
St. Stephens Indian School	Hannahville Indian School
Gila Crossing Day School	Tohono O'odham High School

These programs are included in each school's CSRP. They strengthen the connection between school and work, and the relationship between school and the community. The programs promote Indian entrepreneurship. The desired outcome is that students attending BIA funded schools who are participating in the School to Work program will gain the skills and knowledge to successfully compete in the business community, enhance the local economy, and/or gain admission to and complete a post-secondary academic or vocational/technical program.

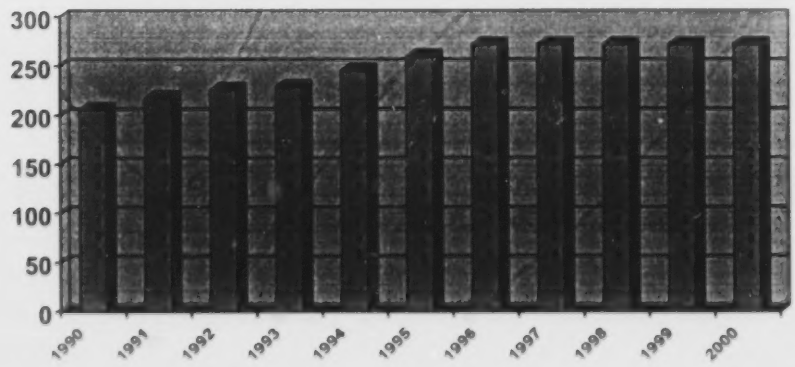
Johnson-O'Malley

Johnson O'Malley (JOM) programs provide assistance to public schools to meet the unique needs of eligible Indian students. The JOM program is administered by the BIA through contracts with tribes, tribal organizations, public school districts, and State Departments of Education.

In 1997, the JOM program funds were distributed through the Tribal Priority Allocation portion of the Tribal Budget system, as directed by the U. S. Congress. The following illustrates the number of students participating in JOM and the funding levels of the past ten years.

For further information, contact Garry Martin at 202-208-3478 or email: garrymartin@bia.gov.

National Johnson-O'Malley Programs
Annual Student Count



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Higher Education Grant Program

The Higher Education Grant Program provides supplemental grants to eligible Indian students seeking an undergraduate degree. Students must apply and gain admission to an accredited college or university and demonstrate financial need as determined by the financial aid officer of the intended institution.

Must be a member of or at least one-quarter degree Indian blood descendent of a member of an American Indian tribe, which is eligible for the special programs and services provided by the United States because of their status as Indians.

Must be accepted for admission to a nationally accredited institution of higher education which provides a course of study conferring the Associate of Arts or Bachelor's degree

Must demonstrate financial need as determined by the financial aid officer of the institution of higher learning.

In 1999, 9,800 scholarships were awarded at an average of $3,000 per scholarship. There were approximately 1,800 undergraduates that received their college degree.

For further information, contact Garry Martin at 202-208-3478 or email: garrymartin@bia.gov

Special Higher Education Grant Program

The Special Higher Education program provides funds to eligible Indian students to pursue a graduate degree.

The program provides fellowships to those who

Is an enrolled member of a federally recognized Indian/Alaska Native tribe in the United States.

Pursue a Masters or Doctorate program full time.

Be enrolled in an accredited graduate school in the United States.

Apply for financial aid programs at the institution you have been accepted.

Students must apply and gain admission to an accredited college or university graduate school program. This program is contracted to the American Indian Graduate Center (AIGC) located in Albuquerque, New Mexico.

For further information, contact Norbert Hill, AIGC Executive Director, at (505) 881-4584 or Garry Martin at OIEP at (202) 208-3478.

Adult Education Program

The Adult Education program provides assistance to eligible Indian adults to acquire the basic educational skills necessary for literate functioning, to enable them to benefit from job training, and to continue their education to at least the level of completion of secondary school or equivalent certification. **In 1999, approximately 10,000 Indian adults participated in the Adult Education programs** developed by Tribes.

For further information, contact Garry Martin at 202-208-3478 or email: garry martin@bia.gov

Summer Law Program

The Summer Law Program provides funding for 25 Indian students who have been accepted to an accredited law school to participate in a summer institute, which will prepare them for the first year of law school. This program is contracted to the National Indian Law Center (NILC) at the University of New Mexico School of Law.

For further information, contact Phillip Deloria, NILC Executive Director, at 505-277-5462 or Garry Martin, at OIEP on 202-208-3478 or email: garrymartin@bia.gov

Tribally Controlled Community Colleges

Arizona

Diné College
P.O. Box 126
Tsaile, Arizona 86556
(520) 724-3311 Fax: (520) 724-3327

California

D-Q University
P.O. Box 409
Davis, California 95617
(530) 758-0470 Fax: (530) 756-4961

Kansas

Haskell Indian Nations University
P.O. Box H-1305
Lawrence, Kansas 66046
(785) 749-8454 Fax: (785) 749-8411

Michigan

Bay Mills Community College
12214 West Lake Shore Dr.
Brimley, Michigan 49715
(906) 248-3354 Fax: (906) 248-3351

Minnesota

Fond du Lac Tribal & Community College
2101 14th Street
Cloquet, Minnesota 55720-2964
(218) 879-0800 Fax: (218) 879-2814

Leech Lake Tribal College
Route 3, Box 100
Cass Lake, Minnesota 56633
(218) 335-2928 Fax: (218) 335-7865

Montana

Blackfeet Community College
P.O. Box 819
Browning, Montana 59417
(406) 338-7756 Fax: (406) 338-3272

Dull Knife Memorial College
P.O. Box 98
Lame Deer, Montana 59043
(406) 477-6215 Fax: (406) 477-6219

Fort Belknap College
P.O. Box 159
Harlem, Montana 59526
(406) 353-2607 Fax: (406) 353-2898

Fort Peck Community College
P.O. Box 398
Poplar, Montana 59255
(406) 768-5551 Fax: (406) 768-5552

Little Big Horn College
P.O. Box 370
Crow Agency, Montana 59022
(406) 638-3100 Fax: (406) 638-3169

Salish Kootenai College
P.O. Box 117
Pablo, Montana 59855
(406) 675-4800 Fax: (406) 675-4801

Stone Child College
Rocky Boy Route, Box 1082
Box Elder, Montana 59521
(406) 395-4313 Fax: (406) 395-4836

Nebraska

Little Priest Tribal College
P.O. Box 270
Winnebago, Nebraska 68071
(402) 878-2380 Fax: (402) 878-2356

Nebraska Indian Community College
POB 428
Macy, Nebraska 68039
(402) 837-5078 Fax: (402) 837-4815

New Mexico

Crownpoint Institute of Technology
P.O. Box 849
Crownpoint, New Mexico 87313
(505) 786-4100 Fax: (505) 786-5644

Institute of American Indian Arts
1600 St. Michael's Drive
P.O. Box 20007
Santa Fe, New Mexico 87504
(505) 988-6463 Fax: (505) 988-3280

Southwestern Indian Polytechnic Institute
Box 10146
9169 Coors Road NW
Albuquerque, New Mexico 87184
(505) 346-2347 Fax: (505) 346-2345

North Dakota

Fort Berthold Community College
P.O. Box 490
New Town, North Dakota 58763
(701) 627-3665 Fax: (701) 627-3609

Cankdeska Cikana Community College
P.O. Box 269
Fort Totten, North Dakota 58335
(701) 766-4415 Fax: (701) 766-4077

Sitting Bull College
HC 1, Box 4
Fort Yates, North Dakota 58538
(701) 854-3861 Fax: (701) 854-3403

Turtle Mountain Community College
P.O. Box 340
Belcourt, North Dakota 58316
(701) 477-7862 Fax: (701) 477-7807

United Tribes Technical College
3315 University Drive
Bismarck, North Dakota 58504
(701) 255-3285 Fax: (701) 530-0605

South Dakota

Sinte Gleska University
P.O. Box 490
Rosebud, South Dakota 57570
(605) 747-2263 Fax: (605) 747-2098

Sisseton Wahpeton Community College
P.O. Box 689
Sisseton, South Dakota 57262
(605) 698-3966 Fax: (605) 698-3132

Oglala Lakota College
P.O. Box 490
Kyle, South Dakota 57752
(605) 455-2321 Fax: (605) 455-2787

Washington

Northwest Indian College
2522 Kwina Road
Bellingham, Washington 98226
(360) 676-2772 Fax: (360) 738-0136

Wisconsin

College of the Menominee Nation
P.O. Box 1179
Keshena, Wisconsin 54135
(715) 799-5921 Fax: (715) 799-1308

Lac Courte Oreilles Ojibwa Community College
R.R. 2, Box 2557
Hayward, Wisconsin 54843
(715) 634-4790 Fax: (715) 634-5049

American Indian College Fund
8333 Greenwood Boulevard
Denver, Colorado 80221
(303) 426-8300 Fax: (303) 426-1200

(1 West 68th Street, Suite 11)
New York, New York 10023
(212) 787-6572 Fax: (212) 496-1662

Branch of Administrative Services

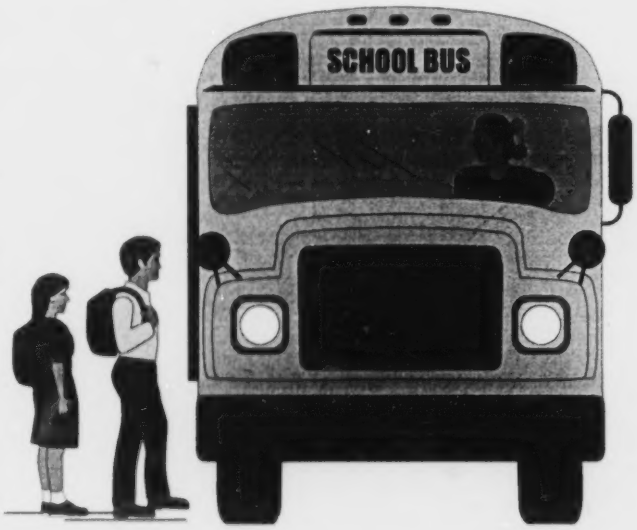
The Branch of Administration conducts all the business affairs of the OIEP Central Office, Area/Agency/Region Offices and schools.

In 99-00, approximately 5,000 Financial Distribution Documents were processed for OIEP programs.

In 99-00, approximately 350 requisitions were prepared for Central Office programs.

In 99-00, $ 464,529,000 in BIA appropriated funds were allocated to elementary and secondary schools, and 14 dormitories.

In 99-00, $ 32,523,800 was allocated to schools for transporting day school students, and
$ 797,900 for transporting residential students. Schools transporting students by air or bus received $ 1,445,933.



In 99-00, 49,076 student enrollment forms were processed and officially counted for the distribution of ISEP funds.

For further information contact Dr. Joe Herrin at (202) 208-4555 or email: joeherrin@bia.gov

Management Information Services

Management Information Services (MIS) provides technical assistance to the Central Office and all field offices in the operation of automated data processing (ADP) equipment and capabilities.

MIS administers and maintains the ISEP system. This includes the training of school personnel in the data collection process and procedures.

MIS administers the program for data collection of BIA student enrollment.

MIS is assisting in the ongoing effort to meet President Clinton's goal of connecting all BIA schools to the Internet. To date, 126 schools have been cabled and networked.

Division of Planning, Oversight and Evaluation

The Division of Planning, Oversight and Evaluation is responsible for the development of a long range education planning process from which educational plans, policies, programs and standards can be derived. It is responsible for ensuring the development and use of data bases, forecasts, trend analysis and research in preparation for long range policy and program plans.

For further information contact Dr. James Martin at (202) 208-4397 or email: jamesmartin@bia.gov

Branch of Planning

The Branch of Planning is responsible for the development of long-range educational planning and making recommendations for educational policy. The Branch advises the Director on priorities for OIEP based on analysis of data, national trends and emerging needs in Indian education.

During FY 1997, the OIEP drafted a five-year strategic plan, which contains long range strategic education goals and objectives. The passage of Pub. L. 103-62, the Government Performance and Results Act of 1993 (GPRA) requires all Federal agencies to establish long range goals for their programs and to formalize a strategic planning process.

The Branch of Planning initiates and conducts tribal consultation meetings systematically across Indian country. Input from tribes and schools have been gathered to impact the future direction and plans for OIEP.

Consultation Booklets which detail the items/topics consulted have been developed and are distributed to all agencies, area offices, tribal school boards, and BIA funded schools.

Since 1991, consultation meetings have presented the following items/topics for tribal input:

Adult Education Regulations * IRG and Bilingual Program Clarification * JOM Higher Education Regulations * Waiver of Dormitory Standards * Academic Standards Early Childhood Program Proposed Rule * Program Eligibility * Long Range Education Plan * Academic Standards to Strengthen Language and Culture * Student Tuition at Haskell and SIPI * ISEP Changes * Chapter 1 Formula * 1995 Education Budget Priorities * Alternative Methods of distributing Adult and Higher Education Funds * Advocacy for Public School Students * Amendments to Pub. L. 100-297 * Full Inclusion of Students with Disabilities * Space Guidelines * Americans with Disabilities Act * School Boundaries * Reauthorization of Elementary and Secondary Education Act Programs * Off Reservation Boarding Schools (ORBS) * Improved Accountability * Programs Available for American Indian/Alaska Native Students * Inclusion of ISEP and Tribally Controlled Community College Funds in Tribal Self-Governance Compacts * Pub. L. 101-301 "Miscellaneous Indian Law Amendments" Alaska Native Education * Exceptional Education * Alternative Funding Methods for Construction of Indian Schools * School Attendance Boundaries * Element 10 Formula National Performance Review Project * School Reform Initiatives.

In July 2000 the following topics were discussed in different locations across Indian country:

1. Charter Schools
2. Program Management Funding for Facilities
3. Transfer Facilities Construction Project Management Funds from OFMC to OIEP
4. Other Consultation Items
5. Form a Separate Rental receipts Account in the Federal Finance System
6. "Open Season" for All New Facilities Space Activities
7. Comprehensive Federal Indian Education Policy Draft
8. Indian Student Equalization Program

Written comments must be received on or before August 18, 2000. Consultation meetings were held on July 11, 13, 18, 20 and 21, 2000.

Additional information concerning the status of consultation items and requests for Tribal Consultation Booklets should be directed to Kenneth Whitehorn or Georgia Braun at (202) 208-4976 or fax (202) 273-0030 or email: kennethwhitehorn@bia.gov *or* georgiabraun@bia.gov

Branch of Research and Policy Analysis

The Branch of Research and Policy Analysis is responsible for the design and implementation of surveys, studies, policy development and legislative reviews.

During 2000, the branch will complete data entry and analysis of the data from the FY 19990 Annual Reports on School Reform from all BIA funded schools. The FY 1999 report will collect school level data needed to meet the requirement of Pub. L. 103-227, Goals 2000: Educate America Act, and will include school progress toward implementing the new content standards; student average daily attendance, dropouts, retention rates, and student achievement in grades 4, 8, and 12. This information is also used by the BIA in updating school report cards and maintaining a system wide database of vital school information useful for identifying problem areas, deficiencies, needs and for budget justification(s).

This Branch collects and files relevant educational data and research material and, therefore, also serves as a modest repository of selected studies and other material relative to Indian and Native education from local communities, tribal entities, state agencies and other Federal agencies.

The Annual Education Report to the Congress as required under Pub. L.95-561. This report, summarizing the status and accomplishments of all the programs funded by the BIA, is mailed to all schools, tribes and villages, area and agency offices and is available upon request.

The Branch serves as a point of coordination between and among OIEP Offices and the Office of Congressional and Legislative Affairs relative to the review, analysis, comment and amendments to Congressional legislation pertaining to education.

The Branch is responsible for tracking the financial auditing process conducted on BIA funded schools as required by OMB Circular A-128.

For further information about the Branch of Research and Policy Analysis, contact Dalton Henry on 202-208-5820 or email: daltonhenry@bia.gov

Recognition Programs

Since 1986, OIEP has participated in the Blue Ribbon School Recognition Program. This is a national recognition program that identifies and recognizes those elementary, middle, and secondary schools both public and private that provide outstanding academic programs to students. **OIEP has had 8 schools receive national recognition as Blue Ribbon Schools**. The eight Blue Ribbon schools are: **Santa Fe Indian School, Dzilth-na-o-dith-hle School, Cherokee Elementary, Cherokee High School, Santa Clara Day, Sky City Community School, St. Stephens Indian School and Bug-O-Nay-Ge-Shig**. In 2000, there were no BIA funded schools recognized.

OIEP has participated in national recognition of Chapter 1/Title 1 programs since 1986. **There have been 30 Bureau funded schools identified as implementing Exemplary/ Distinguished School programs. In 2000, Ahafachkee Day School was identified as implementing a Distinguished Title 1 Program.**

OIEP participates in the Presidential Academic Fitness Awards Program, which honors students from the fourth grade elementary, middle, and high school grade levels for attaining outstanding

academic achievement and/or improvement. Personalized certificates signed by the President are given to each qualified student at a special awards ceremony conducted at their school.

OIEP has recognized annually a Principal and Teacher of the Year. In 1994, OIEP expanded the recognition to include the Education Line Officers, and other outstanding individuals. **In School year 2000, Ms. Joy Martin of Oklahoma Education Office was recognized as the OIEP Education Line Officer of the Year, Don Sims - High School Principal of the year, Dr. Kyril Calsoyas - Elementary Principal of the Year, Ms. Denise Estudillo - Elementary Teacher of the Year, Rebecca Boone - Early Childhood Teacher of the Year, Yvonne Webb - High School Teacher of the Year and Edwardine Thomas - Parent Educator of the Year.**

OIEP Professional Development Programs

The National Indian School Board Association (NISBA) has contracted with the BIA to train school board members. Regional workshops are conducted annually with expenses paid for two members of a school board to attend. Teachers, administrators, students and parents also attend these workshops.

For further information, contact Ms. Carmen Taylor, NISBA Executive Director at (406) 883-3603

Training for Outdoor Adventure Based Counseling is available through the Eastern Navajo Agency's Mountain High Program located at Wingate High School in Ft. Wingate, NM. The training is given year round at no cost to the participant and is done using a ROPES course.

For further information about the Mountain High Program, contact John Blomquist at (505) 488-6440

OIEP sponsors school reform training and workshops at various locations based on need and the availability of funding. Teachers and administrators are provided technical assistance in ongoing educational reform efforts.

OIEP and Sandia and Los Alamos National Laboratories have collaborated to develop a telecommunications network whereby advice and training to teachers in new techniques of teaching math and science is provided on call. Schools need only to request to be connected to the network.

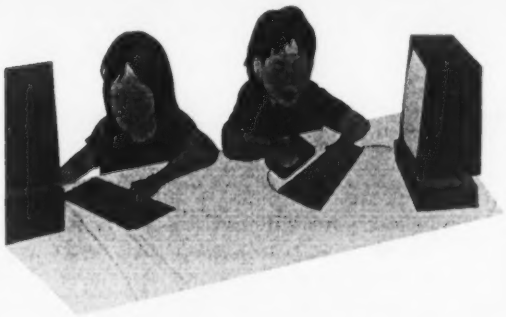
OIEP provides Family and Child Education (FACE) program training twice each year to new FACE staff and one FACE Advanced Spring Training for all FACE staff annually.

OIEP provides training to administrators and K-6 grade teachers in the implementation of the High/Scope Active Learning Approach.

OIEP provides ongoing Special Education capacity building training to 24 special education coordinators and education line officers to meet the education reform requirements of the Individuals With Disabilities Education Act Pub. L. 105-17 and improve achievement outcomes for all students.

Other Activities

OIEP has developed the Access Native America Network which was designated a National Performance Review Reinvention Laboratory by Vice-President Al Gore. The Access Native America Network is composed of EDNET, Education Management and Education Applications. There have been two American Indian Technology Conferences co-sponsored by OIEP.



The first technology conference was held in 1998 at Chief Leschi School in Tacoma, Washington and the second, in 1999, at Sherman Indian High School located in Riverside, California. All BIA funded schools are invited to attend and share their technology applications and accomplishments as well as discuss technology challenges. A third American Indian Technology Conference is being planned for October 2000 at Nay-Ah-Shing located in Onamia, Minnesota.

For further information contact Peter Camp at (505) 248-7532 or by email petercamp@bia.gov

OIEP participates in the National Indian Education Association Conference held annually.

OIEP has an Exceptional Education Advisory Committee composed of 20 members who are appointed by the Secretary of Interior. This committee assists in discovering the unmet needs of disabled students in BIA funded schools. Additionally, OIEP participates on the Federal Interagency Coordinating Council.

OIEP coordinates with BIA Divisions of Social Services, Child Protection, and Law Enforcement in child abuse cases. Coordination efforts may also include liaison work with the U.S. Department of Justice.

OIEP with technical assistance and training from the Center for Disease Control and the Indian Health Service implemented the 2000 High School and Middle School Youth Risk Behavior Survey (YRBS). Students in grades 6-8 took the Middle School YRBS and students in grades 9-12 took the High School YRBS. The YRBS is conducted nationally every two years in 100 selected public high schools. The YRBS identifies and measures the following six risk behaviors: Unintentional and Intentional Injury; Tobacco Use; Alcohol and Other Drug Use; Sexual Behaviors; Dietary Behaviors and Physical Activity. It should be noted that participation is voluntary.

A 1994 and 1997 BIA YRBS Summary Report is available upon request. A 2000 YRBS Summary Report is not yet available.

Contact Kevin Skenandore on 505-248-7529 to request a YRBS Summary Report.

OIEP participates annually in the National Center for Family Literacy Conference held in Louisville, KY.

OIEP maintains a list of current vacant staff positions in Bureau funded schools. This list is updated regularly and available upon request and at the following website: *www.usajobs.opm.gov*

For further information, contact our OIEP Personnel Office located in Albuquerque, New Mexico at (505) 346-6599 or (505) 346-6800.

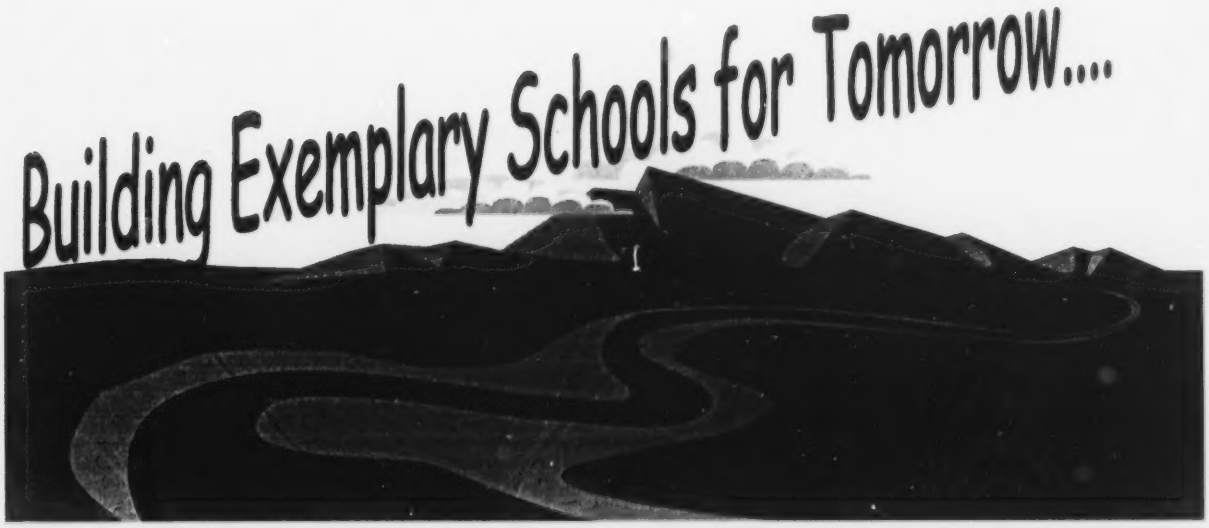
Memoranda of Agreement (MOA) Affecting BIA Schools

The Bureau of Indian Affairs (BIA) and Indian Health Service have entered into two MOAs. One is for the purpose of providing health promotion and disease prevention activities. This MOA was amended in November, 1992 to assist efforts of both agencies to address the continuum of prevention and treatment services for those affected by the health and social problems of alcohol and substance abuse. The second MOA is to provide services for exceptional children with severe disabilities through a program called the Indian Children's Program.

The BIA and the Centers For Disease Control have entered into an MOA to provide HIV/AIDS Prevention Education. In 1998, OIEP completed the Circle of Life Curriculum developed by the Indian Health Service, which was designed to be culturally appropriate for Indian students in grades K-6. During 1998-1999, 34 schools participated in Circle of Life Training, which is conducted on site. Five-hundred twenty-five school personnel, of which 300 were K-6 classroom teachers have taken the training. Only schools who participate in the training receive the curriculum which includes posters and storybooks.

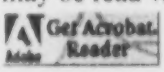
The BIA and the U.S. Department of Education have entered into a MOA for the purposes of consolidating programs authorized under the Improving America's Schools Act (IASA) of 1994. Specifically identified are programs developed under Title I, Title II, Title IV, and Title IX of the IASA.

The BIA and Haskell Indian Nations University have entered into a MOA for the purpose of providing training to BIA Tribal/Residential staff. The intent is to provide an AA degree to BIA funded school employees in residential living programs to improve the skill level of the residential staff and services to Native American students.



Fingertip Facts

Click below for the most recent copy of the Fingertip Facts. This document may be read with Adobe Acrobat. Adobe Acrobat can be downloaded



Fingertip Fa

Send mail to Webmaster@bia.edu with questions or comments about this web site.

Questions regarding financial aid should be addressed to: Higher Education
Last modified: March 14, 2001

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